

**Subject:** Art, Craft and Design      **Year** 7      **Ability - All**

**Term / Date(s)** 19 weeks

Topic	Skills – Insects Skills builder (Drawing methods, tone materials – pencil, pen, oil pastel and acrylic paint)	Project 2 – Colour theory Mandala patterns
Topic overview	<p><b>PROJECT 1 - INSECTS– skill builder project drawing and Tone</b></p> <p><b>Key Concepts:</b> To build knowledge and understanding of the basics of drawing and tonal techniques that will be a foundation for learning across the remainder of Ks3 and 4.</p> <p><b>Key Skills:</b> Drawing skills - tone, observation, grid method, Students will also learn how to reflect and self-evaluate working processes and techniques.</p> <p><b>End of Unit/Topic Assessment:</b> Continuous, skill builder – end of topic re draw of first piece</p> <p><b>Artists – E Hoffman, Scott Woyak, Jill Diamond, Jessica Heywood, Justin Donnelson, Robert Hooke, Georgia Lancaster, The copper Wolf</b></p> <p><b>Lesson overview</b></p> <p>Hour 1 – Baseline test (assessment)            Hour 2 – Grid method            Hour 3 – Tone – Pencil pressures – Jill Diamond, Jessica Heywood            Hour 4 – Tone - Pen crosshatching – E Hoffman, Scott Woyak, Justin Donnelson, Robert Hooke            Hour 5 – Tone – oil pastel blending            Hour 6 – Tone – Acrylic - Georgia Lancaster, The copper Wolf            Hour 7 – End of unit re draw test (Assessment)            Hour 8/9 - EPIC</p>	<p><b>Key concepts:</b> To continue to build basic skills in art and design started in project 1, developing an understanding of basic colour theory, students will be able to identify and create a range of colours from basic primary colours and use them to create a mandala colour wheel.</p> <p><b>Key Skills:</b> Repeat pattern/tessellation, knowledge and experience of colour mixing/colour theory</p> <p><b>End of Unit/Topic Assessment:</b> Continuous, skill builder – Final mandala wheel</p> <p><b>Lesson overview</b></p> <p>Hour 1 – Tessellation and repeat pattern drawing – tile design            Hour 2 – Main mandala pattern draw            Hour 3 – Primary, tints and shades - RED (Mandala section painting)            Hour 4 – Primary, tints and shades - YELLOW (Mandala section painting)            Hour 6 – Primary, tints and shades – BLUE (Mandala section painting)            Hour 5 – Secondary, tints and shades - ORANGE (Mandala section painting)            Hour 6 – Secondary, tints and shades – GREEN (Mandala section painting)            Hour 7 - Secondary, tints and shades - PURPLE (Mandala section painting)            Hour 8/9 – EPIC – to complete mandala paint sections ready for mount up            Hour 10 – Mount up of Mandala wheel</p>

Term / Date(s) 19 weeks

Topic	Project 1 - Birds and feathers	Project 2 - Ceramic Sea creatures (3d Ceramics)
Topic overview	<p><b>Project 1 - Birds and feathers (2d techniques)</b></p> <p><b>Key Concepts:</b> To explore artist styles and techniques, experimenting with different ways of recording ideas, responding to the theme of birds and feathers.</p> <p><b>Key Skills:</b> Develop observational skills further from y7 and y8, applying knowledge and understanding of material use learnt in prior years.</p> <p><b>End of Unit/Topic Assessment:</b> Continuous – plus A3 piece showing their own response to the project.</p> <p><u>Lesson overview</u></p> <p>Hour 1 – Pencil tone techniques feather, bird eye or whole bird            Hour 2 – Pen Zen tangle technique – Rosalind Monks            Hour 3 – Wax resist techniques and inks - Marie Therese king            Hour 4 – Ink and calligraphy pen techniques – Abby Diamond            Hour 5 – Sgraffito techniques            Hour 6 – Collage Clare Youngs            Hour 7 – final piece planning            Hour 8 – Final piece assessment (hour 1)            Hour 9– Final Piece assessment (hour 2)            Hour 10– Final Piece assessment (hour 3)            Hour 11 – Final piece completion            Hour 12 - EPIC</p>	<p><b>Key Concepts:</b> To explore artists and ceramic hand building techniques, working through the design to make process</p> <p><b>Key Skills:</b> Develop basic hand building skills in ceramics, looking at pinch and coil building methods.</p> <p><b>End of Unit/Topic Assessment:</b> Continuous – plus final ceramic piece showing their own response to the project.</p> <p><u>Lesson overview</u></p> <p>Hour 1 – Mood board            Hour 2 – Design in colour            Hour 3 – ceramic make            Hour 4 –Paint final piece            Hour 5 – Mount up photographs of final piece with design            Hour 6 – Complete mount up and evaluation            Hour 7 - EPIC</p>

Term / Date(s)	19 weeks	
Topic	Project 1 – Food	Project 2 - Architecture
Topic overview	<p><b>Project 1 - Food</b></p> <p><b>Key Concepts:</b> To explore artists and designers creating their own food inspired pieces of art work.</p> <p><b>Key Skills:</b> To develop knowledge of one point perspective drawing to create 3d drawings of food. Students will also explore a variety of tonal and colour techniques to enhance their confidence in handling different media and techniques.</p> <p>Students will explore ceramic hand building techniques to finalise the food project, creating a 3d cake, cupcake or donut.</p> <p><b>End of Unit/Topic Assessment:</b> All work produced will form the assessment process</p> <p><u>Lesson overview</u></p> <p>Hour 1 – Ellipse Drawing – Jammie Dodger            Hour 2 – one point perspective block cake            Hour 3 – pencil tone - Cath Riley            Hour 4 – pen crosshatching - Justin Donnelson            Hour 5 – coloured pencil – Sarah Graham            Hour 6 – oil pastel – Joel Penkman            Hour 7 – Acrylic – Peter Slade            Hour 8 – collage – Nancy Standlee            Hour 9 – Ceramic cake – Jacqueline Tse, Claus Oldenburg and Peter Anton            Hour 10 – Ceramic cake paint            Hour 11 – EPIC</p>	<p><b>Project 2 - Architecture</b></p> <p><b>Key Concepts:</b> Students will explore artists who create work around the theme of architecture, and will be encouraged to investigate their own surroundings, using the world around them as a source of inspiration and expression.</p> <p><b>Key Skills:</b> How to experimenting with layering of mixed media, to communicate mood, depth and texture of the architectural surface.</p> <p>Further develop perspective looking at one- and two-point perspective drawings of buildings.</p> <p><b>End of Unit/Topic Assessment:</b> All work produced will form the assessment process</p> <p><u>Lesson overview</u></p> <p>Hour 1-2 – Perspective and negative space – Minty Sainsbury            Hour 3-4 – Acrylic – John Piper            Hour 5-6 – inks and pen – Sunga Park            Hour 7-8- Mixed media – Ian Murphy            Hour 9 - EPIC</p>

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**Subject:** GCSE Art      **Year** 10      **Ability** Mixed

	Half term 1	Half term 2	Half term 3	Half term 4
<b>Topic Nature</b>	Observational studies	Artist studies	Developmental process – towards final piece (Exam piece)	Move onto Ceramics project
Topic overview	Students will investigate basic skills needed in order to complete the course successfully	Students will use their findings and begin to follow their own line of enquiry as a personal response to the chosen starting point.	Development of ideas in preparation for the final outcome to take place in a controlled environment	

**Term / Date(s)**

	Half term 4	Half term 5	Half term 6
<b>Topic Ceramics – mini project</b>	Design process and trial	Making – assessment piece	Presentation of work – evidence of making
Topic overview	Students will develop knowledge of a wide variety of ceramic hand building techniques, demonstrating practical skills within this area: 1. They will select one of 3 starting points as a theme, develop a series of designs 2. Exploring how the works of artists and craftspeople can be used to communicate their own ideas 3. Explore different building methods and select the ones most appropriate to their design plan. 4. How to work safely with tools within the working environment.	Students will have 10 hours to create a final, refined piece, through this student will: 1. Use their findings and create a personal response to the chosen starting point – showcasing their acquired new building knowledge. 2. How to manage time, working to an allocated time scale.	Students will present photographic evidence of making stages as creative document sheets, showing their journey of making. 1. Use photographic and computer-based skills to create a bank of photographic evidence images of their stages of making. 2. How to present evidence-based images in an informative yet creative manner.

**Subject:** GCSE Art      **Year** 11      **Ability** Mixed

**Term / Date(s)**

	Half term 1	Half term 2	Half term 3
<b>Topic Mock EXAM</b>	Artist research and investigation (AO1, 2 and 3)	Developmental stage (AO2,3 and 4)	Final piece Creation (AO4)
Topic overview	Students will showcase the skills that they have developed across all four assessment objectives. They will choose one of seven starting points issued by AQA and will investigate and explore artists, techniques and media related to their theme.	Students will use their findings and begin to follow their own line of enquiry as a personal response to the chosen starting point.	Students will produce a final response under exam conditions

**Term / Date(s)**

	Half term 4	Half term 5	Half term 6
<b>Topic Refinement of Component 1 – completion of portfolio of work</b>	Nature project 1 – 28 <sup>th</sup> Feb - 21 <sup>st</sup> March	21 <sup>st</sup> March – Easter Personal study Easter until grade submission – ceramics project	

Topic overview

Using EBI targets students will refine and adapt work ready for the submission of this project

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Grades submitted at this point - end of course